DOCUMENT RESUME

ED 193 114 SO 012 818

TITLE	Key Competencies: Art, Secondary Schools.
INSTITUTION	Philadelphia School District, Pa. Office of Curriculum and Instruction.
PUB DATE	80
NOTE	24p.: For related documents, see SO 012 813-821.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Aesthetic Education: Art Activities: *Art Appreciation: *Art Education: Art History: Art Materials: Behavioral Objectives: *Competency Based Education: Course Objectives: Creative Art: *Educational Objectives: Interdisciplinary Approach: Learning Activities: Minimum Competencies: Secondary Education: Sequential Learning: Skill Development: Visual Arts

ABSTRACT

Major competencies are presented for art education courses in grades seven through 12 in the Philadelphia school system. The goal of art education is to promote an understanding of elements and principles of composition and design such as color, line, shape, mass, and texture. Art education should involve students in evaluating, creating, and analyzing works of art in terms of art history and the contributions of various cultural groups. Art education activities are stressed as an interdisciplinary experience. This booklet outlines eight competencies for art courses to promote in each of grades seven through 12. Each competency is accompanied by numerous behavioral objectives, or activities by which mastery can be evaluated. For example, a tenth grade competency is that students will study a non-objective approach to design. A behavioral objective for this is to discuss uses of mass-produced surface design as in paper products, advertising, fabrics, and floor coverings. Other competencies include production of commercial art forms designed for use in the school and community (grade seven): learning one-point and two-point perspective (grade nine): and studying ways in which mass is used by artists and designers (grade 11). The grade 12 competencies include a list of portfolio requirements for seniors who apply to art schools and colleges. (AV)

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Key Competencies: Art, Secondary Schools

1980

The School District of Philadelphia
Office of Curriculum and Instruction

Division of Art Education

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

Harry J. Bonnelli
Director
Art Education

SP 012 818

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction
Phone: 299-7767

File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

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ART EDUCATION

Art education contributes to the students' abilities to perceive the world in which they live. It provides an understanding of the elements and principles of composition and design such as color, line, shape, mass and texture. Experiences are presented for using this information in creatings, analyzing and evaluating works of art. The heritage of great art, past and present, as well as the cultural contributions of various racial and ethnic groups is brought into the daily lives of students.

Activities in art are offered from grade kindergarten through 12 not as an isolated phenomenon but as an interdisciplinary experience.

This booklet will treat the key competencies taught in the secondary program (grades seven through twelve).

The following coding system was used to designate the competencies:

EXAMPLE A:

J - ART - 7 - 3
- 3 - 3rd Competency
- 7 - 7th Year (Grade 7)
- ART - Art Education
- J - Junior High

01 - Student Outcome 1
02 - Student Outcome 2
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EXAMPLE B:

S - ART - 2 - 3
- 3 - 3rd Competency
- 2 - 2nd Course
- ART - Art Education
- S - Senior High

01 - Student Outcome 1
02 - Student Outcome 2
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NOTE: The following courses are given in the secondary program.

J - ART - 7	-	7th Year
J - ART - 8	-	8th Year
S - ART - 1	-	9th Year
S - ART - 2	-	10th Year
S - ART - 3	-	11th Year
S - ART - 4	-	12th Year

For further information regarding the art education curriculum and its implementation, please refer to Curriculum Means Service or contact:

Mr. Harry J. Bonelli, Director
Division of Art Education
Administration Building - Room 513
Parkway at 21st Street
Philadelphia, PA 19103

Phone: 299-7730

ART
(E-Art-7)

Key Competencies

Grade 7

E-Art-7-1 STUDENTS WILL EXAMINE THE ART CRAFTS AS AN AREA OF ART APPRECIATION:

01. Discuss the functional and aesthetic features of professional craft products ordinarily used by the students.

02. Observe professional crafts people at work, and visit crafts exhibits.

E-Art-7-2 STUDENTS WILL DEMONSTRATE THEIR ABILITIES TO CREATE PICTORIAL ILLUSTRATIONS:

01. Furnish examples and describe the merits of good magazine illustration, book illustration, and advertising illustration.

02. Develop the ability to visualize their reactions to experiences and to pictorially express their reactions.

03. Understand how the quality of art can become primary, and story telling become secondary, as in the great art of the past and present.

04. Create effective examples of the art of illustration by utilizing water colors or tempera paint as a form of expression, choosing topics from such areas as:

a. Personal experiences
b. Home and family life
c. The community
d. Heritage and history
e. The field of literature
f. Dreams and fantasy

E-Art-7-3 STUDENTS WILL PRODUCE COMMERCIAL ART FORMS WHICH ARE DESIGNED FOR USE IN THE SCHOOL AND COMMUNITY:

01. Understand and develop the psychology, components, and composition of posters.

E-Art-7-3 STUDENTS WILL PRODUCE COMMERCIAL ART FORMS WHICH ARE DESIGNED FOR USE IN THE SCHOOL AND COMMUNITY(continued):

02. Do more effective lettering

03. Create posters

E-Art-7-4 STUDENTS WILL APPROACH THE CONCEPT OF ABSTRACTION BY EXPLORING WAYS OF DEPARTURE FROM REALISTIC PORTRAIT AND FIGURE DRAWING:

01. Make contour drawings from a posed model, relying on their personal observations and tactile drawing ability.

02. Make gesture drawings of a model posed and in action, stressing the use of line to emphasize basic motions and attitudes, as well as students' feelings about the subject.

03. View and discuss reproductions of famous masterworks of abstraction dealing with the human face and figure, in which the elements of colors, light, line, texture, mass and space are used to create uniquely designed combinations of patterns and forms.

E-Art-7-5 STUDENTS WILL ACQUIRE AN EXPERIENCE WITH AN EASILY WORKABLE SCULPTURE MEDIUM TO CREATE BAS-RELIEF SCULPTURE:

01. Study one of the larger coins, such as a quarter or half-dollar, to see how the sculptor has worked within the limitations of the medium and function of the design.

02. Make copper repoussé panels in low relief.

03. Apply liver of sulphur solution for enrichment of the repousse panels.

E-Art-7-6 STUDENTS WILL DEVELOP KNOWLEDGE AND SKILL IN A FORM OF TEXTILE ENRICHMENT EMBODIED IN THE STRUCTURAL PATTERNS OF FABRICS:

01. Study commercial fabrics to observe how enrichment is incorporated in the weaving.

02. Make frame-type looms.

E-Art-7-6 STUDENTS WILL DEVELOP KNOWLEDGE AND SKILL IN A FORM OF TEXTILE ENRICHMENT EMBODIED IN THE STRUCTURAL PATTERNS OF FABRICS(continued):

03. Experiment with weave variations

04. Create an object by a weaving process.

E-Art-7-7 STUDENTS WILL PARTICIPATE IN A PLANOGRAPHIC PRINTING TECHNIQUE:

01. Create monoprints from wet paintings which have been painted on plastic surfaces.

E-Art-7-8 STUDENTS WILL ADD WORDS AND EXPRESSIONS TO THEIR ON-GOING VOCABULARY:

01. Students will show an understanding of words and expressions such as functional, aesthetic, tableware, thrown pottery, bisque firing, potter's wheel, plaster bat, engobe, copper repoussé, brass, pewter, lacing, skiving knife, eyelet setter, scriber, plastic, art, layout, guide lines, capital letters, lower case, speedball pen, calligraphy, Roman alphabet, soft lead pencil, lettering brush, Gothic letters, italics, cursive letters, spacing, monogram, carrying power, contour drawing, abstraction, gesture drawing, reproductions, masterpiece, structural pattern, warp threads, shuttle, warp threads, nib, twill, zig-zag, plaid nylon, dacron, cardboard loom, frame-type loom, linen, geometric, free form, registration of blocks, needlepoint, planographic, monotype, monoprint, panel.

ART
(J-Art-8)

Key Competencies

Grade 8

J-Art-8-1 STUDENT WILL EXPLORE MUSEUMS:

01. Gain a knowledge of a history of museums.

02. Explain the outstanding features of the Philadelphia Museum of Art which have brought it recognition as one of the country's top museums.

03. Describe the functions of the museum director, curator, conservators, research librarians, docents, guards, and all other personnel who work in a museum.

04. Recognize the museums as preservers of cultures of the past as well as participants in today's cultural life.

J-Art-8-2 STUDENTS WILL EXPERIENCE THE CHALLENGE OF CREATIVELY DESIGNING A MURAL:

01. Study the history of mural painting.

02. Make preliminary scale drawings.

03. Make use of the mural cartoon and various transfer methods.

04. Paint a mural as a social studies project for the art class.

J-Art-8-3 STUDENTS WILL LEARN HOW THE FUNCTIONAL AND AESTHETIC NEEDS OF CIVILIZATIONS DETERMINE THE FORM OF THEIR ARCHITECTURAL ENVIRONMENT:

01. Study the concepts of architectural design.

02. Experiment with the use of plane and solid geometric forms to build space.

J-Art-8-3 STUDENTS WILL LEARN HOW THE FUNCTIONAL AND AESTHETIC NEEDS OF CIVILIZATIONS DETERMINE THE FORM OF THEIR ARCHITECTURAL ENVIRONMENT(continued):

03. Make drawings showing how space is utilized in their personal rooms, homes, and neighborhoods.

J-Art-8-4 STUDENTS WILL ARRANGE AND PAINT STILL LIFE COMPOSITIONS:

01. Study the history of still life painting in terms of how artists have creatively depicted their familiar world of objects.

02. Create compositions showing their acquired abilities in the handling of various art media.

03. Interpret a still life subject in several ways.

J-Art-8-5 STUDENTS WILL CREATE EXAMPLES OF METAL AND WIRE CONSTRUCTION:

01. Study the works of Alexander Calder and other professional designers of mobiles.

02. Construct mobiles, contending with the problems of balance, movement and countermovement, and the interweaving of forms.

03. Make stabiles in which sculptural concepts are achieved by manipulating thin metal shapes and wires in various ways- cutting them into shapes, bending and twisting them, and fastening them into fixed positions.

J-Art-8-6 STUDENTS WILL CREATE ARTICLES IN PLASTIC AND METAL:

01. Gain some historical knowledge about traditional processes of working metals by observing demonstrations and viewing audio-visual material.

02. Recognize the characteristics and typical adaptabilities of the various kinds of plastics and metals.

03. Acquire skills in the creation of useful and ornamental objects from these materials.

J-Art-8-7 STUDENTS WILL CREATE A LINOLEUM PRINT.

01. Plan designs to be cut, first drawing them on paper and then transferring them to linoleum.

02. Cut linoleum print.

03. Print linoleum blocks by means of a press or by using a baren or the bowl of a tablespoon, to apply pressure.

04. Visit graphic arts exhibitions to see professional examples of this technique.

J-Art-8-8 STUDENTS WILL ENLARGE THEIR VOCABULAR LIST OF WORDS AND EXPRESSIONS:

01. Students will show an understanding of the following words: museum, recognition, personnel director, curator, conservator, research librarian, docent, security, art historian, art appraiser, display technician, audio visual, preliminary, scale drawing, mural cartoon, transfer, cultural, civilization, environment, architectural model, neighborhood, Classicism, Greek, dance, dramatist, comedy, tragedy, depict, medium, interpret, tone, value, composition, creative, woodcut, baren, brayer.

ART
(S-Art-1)

Key Competencies

Grade 9

S-Art-1-1 STUDENTS WILL EXAMINE THE CONCEPT OF ROMANTICISM AS A PRODUCT OF CREATIVE MINDS EXPRESSING THEIR OWN FEELINGS IN THEIR OWN PERIOD OF HISTORY:

01. Show, by studying reproductions, how Romanticism in the paintings of France, England and the United States was a reaction against Classicism.

02. Explain how the spirit of adventure, imagination and championing of human causes reflected events transpiring in different parts of the world.

03. Point out the interrelationships - during the era when Romanticism flourished - of painting, sculpture, music, literature, philosophy, and forms of government.

04. Give examples of how Romanticism helped pave the way for the freedom associated with art today.

S-Art-1-2 STUDENTS WILL APPLY THEIR KNOWLEDGE AND SENSITIVITY TO A PORTRAIT STUDY OF A POSED MODEL:

01. Show an understanding that portraiture is an interpretation of inner thoughts and emotions as well as the subject's physical characteristics.

02. Realize that the artist's moods and feelings are involved.

03. See how old and modern masters treated portraiture in "Introduction to Portraiture," a Division of Art Education presentation (slides with tape recording).

04. Bring all the art principles and elements into play in the portrait rendition.

05. Observe important procedural factors such as the model's pose; appropriate lighting and background; awareness of the model's basic structure and characteristics; and, in the drawings, effective composition and proper dimensional relationships.

S-Art-1-3 STUDENTS WILL STUDY FASHION DESIGN AS IT REFLECTS SAFETY IN ITS CUSTOMS, IDEALS, AND IDIOSYNCRASIES:

01. Discuss physical types, complexion types, and personality types in relation to clothing.

02. Study illustrations of historic costumes found in famous paintings.

03. Study examples of fashion illustrations from newspapers and magazines.

04. Learn to draw fashion figures by using their knowledge of basic figure drawing concepts adapted to the attenuated figure for fashion effects.

S-Art-1-4 STUDENTS WILL LEARN ONE-POINT AND TWO-POINT PERSPECTIVE:

01. Gain an acquaintance with the history and use of perspective.

02. Do a one-point perspective drawing.

03. Do a two-point perspective drawing.

04. Do an imaginary city scene based on the above.

S-Art-1-5 STUDENTS WILL FORM SCULPTURAL CREATIONS WORKING WITH A VARIETY OF MATERIALS:

01. Create three-dimensional experiments in paper, clay, or wood.

02. Create sculptural forms from combinations of three-dimensional materials.

S-Art-1-6 STUDENTS WILL MAKE AN ASSEMBLAGE OF VARIED MATERIALS:

01. Gain an understanding of the art of collage and assemblage.

02. Gather a variety of materials together.

03. Plan a composition, either abstract or realistic.

04. Assemble the materials securely and decorate with paint.

S-Art-1-7 STUDENT WILL MAKE DRYPOINT PRINTS.

01. Understand that the drypoint technique is an intaglio process in which the design is incised into the working surface of the plate.

02. Create designs and transfer them to fairly heavy gauge plastic plates using steel drypoint needles for direct cutting of the lines.

03. Ink their drypoint plates and print.

S-Art-1-8 STUDENTS WILL ADD TO THEIR VOCABULARY LIST.

01. Suggested words and expressions: concept, philosophy, Romanticism, Pre-Raphaelites, despotism, democracy, reaction, sentimentality, freedom, aspiration, vigor, bravado, physical characteristics, lighting, full face, profile, three-quarter view, eye sockets, cheekbones, temples, jawbones, fashion design, society, customs, ideals, idiosyncrasies, ornate, complexion types, personality, attenuated,styrofoam, plexiglass, lucite, armoplex, castolite, manipulate, burr, drypoint, burnisher, intaglio, gauge, incise.

ART
(S-Art-2)

Key Competencies

Grade 10

S-Art-2-1 STUDENT WILL EXAMINE THE FUNCTION OF LINE IN ART:

01. Gain an understanding of how line, as a means of graphic interpretation or representation, defines contours, makes connections, separates areas, and establishes distances.

02. Observe in slides and reproductions how artists have created uniquely expressive qualities through the use of line in their paintings.
   a. Van Gogh's sensuous, agitate movement
   b. Raphael's classical elegance
   c. Goya's simplicity and power
   d. Matisse's decorative charm

03. Explore variations of line quality by experimenting with different stroke directions and degrees of pressure in the application of pencil, crayon, charcoal, pen and ink, brush and ink, and chalk.

S-Art-2-2 STUDENTS WILL PAINT A STILL LIFE IN FULL COLOR, USING WATER COLOR:

01. Show an understanding of the historical development of still life.

02. Study reproductions of still life paintings by the masters.

03. Select still life objects which go well together, and compose them to effectively bring out pleasing relationships.

04. Paint the arrangement, giving consideration to local color, reflected color, raw and muted color, and aggressive and recessive color.

S-Art-2-3 STUDENTS WILL STUDY A NON-OBJECTIVE APPROACH TO DESIGN:

01. Consider a variety of acceptable approaches to design; non-objective, abstract and conventionalized use of subject matter.

S-Art-2-3 STUDENTS WILL STUDY A NON-OBJECTIVE APPROACH TO DESIGN (continued):

02. Discuss uses of mass produced surface design as in paper products, advertising, fabrics, floor coverings, etc.

03. Analyze various problems involved in surface design and decoration such as consideration of flat surfaces, attention to specific sizes or continuity over a large area, and specific uses for designed material.

S-Art-2-4 STUDENTS WILL MAKE CHARCOAL FIGURE DRAWINGS FROM A POSED MODEL:

01. Block in their drawings using planes, geometric shapes, etc., in building the structure of the figure.

02. Use the size of the head as a unit of measurement.

03. Become proficient in the method of relating points on the figure and in using imaginary plumb lines.

04. Complete the drawing as a tonal study.

S-Art-2-5 STUDENTS WILL CONSTRUCT A THREE-DIMENSIONAL PORTRAIT HEAD IN PLASTELINE, USING A POSED MODEL:

01. Pose the seated model - on a turntable stand if possible - to facilitate turning for views of the model's head from all angles.

02. Apply plasteline to their head armatures, roughing in the basic forms, while observing the model who is turned frequently to permit numerous views of the head's changing forms and silhouettes.

03. Use their hands and modeling tools to refine the large forms - then incorporate the essential details which constitute the complete likeness.

S-Art-2-6 STUDENTS WILL CREATE AN OBJECT BY MACRAME WEAVING:

01. Gain an understanding of the process of macrame weaving.

02. Make an object through the macrame process.

S-Art-2-7 STUDENTS WILL MAKE LINOLEUM BLOCK PRINTS OF CONTOUR LINE FIGURE DRAWINGS:

01. Draw figures in contour line.

02. Transfer their drawings to linoleum blocks.

03. Cut their blocks, emphasizing strong contrasting masses to black and white.

04. Print the linoleum blocks.

S-Art-2-8 STUDENTS WILL ADD TO THEIR VOCABULARY LIST:

01. Students will show an understanding of the following words and expression: aggressive color, recessive color, one-point perspective, two-point perspective, non-objective, conventionalized, floor coverings, continuity, plasteline, turntable, armature, silhouette, fringe, macrame.

ART
(S-Art-3)

Key Competencies

Grade 11

S-Art-3-1 STUDENTS WILL STUDY VARIOUS WAYS IN WHICH MASS IS USED BY ARTISTS AND DESIGNERS:

01. View slides and reproductions and explain how artists and draftsmen create the illusion of mass.

02. Observe photographs and explain how sculptors, architects, industrial designers and crafts people work directly with mass.

03. Discuss the relationship between mass and space, noting that objects or masses are positive space, and that the interval between the objects is negative space.

S-Art-3-2 STUDENTS WILL CREATE A LARGE LANDSCAPE PAINTING ENRICHED BY THE INTRODUCTION OF SMALL FIGURES:

01. Review one-and two-point perspective.

02. Show an understanding of aerial perspective.

03. Study reproductions of landscapes by deChirico, Tanguy, and Dali, and explain how they produced feelings of unlimited space and mystery by exaggerating linear and aerial perspective.

04. Compose landscapes and paint them with opaque water color, using subjects from their sketchbooks.

S-Art-3-3 STUDENTS WILL DESIGN A POSTER:

01. Demonstrate brevity of slogan.

02. Present simplified symbolism rather than highly detailed illustrative material.

03. Emphasize to-the-point directness and unique point of view.

04. Use clean, brilliant color.

S-Art-3-4 STUDENTS WILL MAKE PENCIL SKETCHES ON GENRE THEMES:

01. Show a perception of the art values inherent in a familiar themes.

02. Demonstrate how through the ages artists have made various interpretations of certain themes.

S-Art-3-5 STUDENTS WILL CONSTRUCT A THREE-DIMENSIONAL FIGURE STUDY IN PLASTELINE, USING A POSED MODEL:

01. Make numerous sketches of the posed model, some of them being gesture drawings for capturing the essence of movements, and others being more deliberate to establish the figure's structural characteristics.

02. Use figure armatures bent into the basic underlying lines of the model's pose.

03. Create the modeled figure utilizing the same procedure, equipment, and materials which were used in the construction of the portrait head in grade 10.

S-Art-3-6 STUDENTS WILL DECORATE CLOTH BY BATIK PROCESS:

01. Gain an understanding of batik process through the ages.

02. Plan a design on cloth.

03. Decorate cloth by using the batik process.

S-Art-3-7 STUDENTS WILL CREATE COLLAGRAPH PRINTS:

01. Discuss the various textures and how the materials can be cut into interesting shapes.

02. Cut shapes and mount them on a block in a pleasing arrangement - considering the weight and balance of areas of lights and darks, and of tension thrusts.

03. Print their mounted designs.

S-Art-3-8 STUDENTS WILL ADD TO THEIR VOCABULARY LIST OF WORDS AND EXPRESSIONS:

01. Students will show an understanding of the following words and expressions: industrial designer, interval aerial perspective, linear perspective, genre, gradation, cast shadow, mixed media, technique, embossed, tension, thrust.

ART
(S-Art-4)

Key Competencies

Grade 12

S-Art-4-1 STUDENTS WILL LEARN THAT LIGHT IS AN INDISPENSABLE ELEMENT IN PAINTING, SCULPTURE, ARCHITECTURE, AND INDUSTRIAL DESIGN:

01. Study slides, reproductions, and photographs to explain:

a. How painters create illusory effects in the representation of light.
b. How sculptors depend on light to accentuate forms.
c. How architects employ light as a necessary ingredient in living spaces.
d. How designers depend on light to dramatize the inherent qualities of various materials.

02. Explain the styles of great painters in relation to how their works are identifiable by certain light effects such as:

a. Rembrandt's dramatic, mystical light and shadows.
b. deChirico's brilliant, clean-cut spaciousness.
c. Ryder's mysterious apparitions of light.
d. Whistler's poetic diffused illumination.

03. Make charcoal drawings as tonal studies to emphasize the effect of light on still life objects through the creation of highlights, cast shadows, and gradations of tones.

S-Art-4-2 STUDENTS WILL CREATE A MIXED MEDIA ILLUSTRATION:

01. Explain varieties of interpretation possible.

02. Consider points of departure and the problems involved.

03. Conduct research to find significant details for the subject matter in their illustrations.

04. Use mixed media in their illustrations - taking into consideration the appropriateness of media characteristics for the depiction of subject matter.

S-Art-4-3 STUDENTS WILL PLAN ORIGINAL DESIGNS FOR FABRIC DECORATIONS:

01. Familiarize themselves with fabrics of all kinds and discuss their potential uses for clothing purposes.

02. Visit one or more of the following places if possible: a textile mill, a garment making plant; an establishment where clothing is still being designed and hand sewn.

03. Plan original designs for fabric decoration and apply them to plain cloth by a print process.

S-Art-4-4 STUDENTS WILL MAKE A PORTRAIT PAINTING:

01. Studying the scope of protraiture, that it extends beyond paintings and statues, ranging from portraits of famous people appearing on coins, paper money, and postage stamps, to the likenesses of friends and relatives which we find in our own homes.

02. Discuss the necessity for careful observation of the model's general facial characteristics and for making decisions about those which are to be emphasized.

03. Make tonal studies built up on well constructed drawings of basic forms.

04. Make paintings based on studies.

S-Art-4-5 STUDENTS WILL CREATE PAPER SCULPTURE FIGURE:

01. Make preliminary sketches which indicate important considerations in the planning of the figure: the figure's actions and attitudes, and other essentials - such as the construction of principal details and the joining of forms.

02. Proceed with the paper sculpture construction.

S-Art-4-6 STUDENTS WILL CREATE CERAMIC PIECES:

01. Plan ceramic designs.

02. Decorate the ceramic pieces by the use of glazes, slip, or sgraffito methods.

S-Art-4-7 STUDENTS WILL CREATE BRAYER PRINTS:

01. Pick up ink on their brayer which they then roll across sheets of paper.

02. Produce variations, as when one or more colors are picked up at one time; when the directions of their rolled-on bands of color are varied; when overlapping effects are created, etc.

03. Achieve textured effects by placing such materials as string, wire, screen, rough sandpaper, etc. under the paper to be printed.

04. Create line designs by winding string or yarn around their brayers before painting.

S-Art-4-8 STUDENTS WILL ADD TO THE VOCABULARY LIST OF WORDS AND EXPRESSIONS USED IN THEIR ART ACTIVITIES:

01. Suggested words and expressions: representation, accentuate, inherent quality, mystical, illumination, apparition, diffused, point of departure, plumb line, philately, numismatics, thematic, tableau.

Portfolio Requirements

In the 12th grade, students will have a series of activities that will enable them to create works of art that are required in scholarship portfolios and admission to art schools and colleges. They will develop skills, knowledges, and appreciation as follows:

a. Emphasis will be placed on development of perception, visual awareness, and sensitivity of response.

b. Emphasis will be placed on exploration of processes and materials, and creative interpretation of subject matter.

c. Emphasis will be placed on enrichment and development of an individual approach to art.

Students will be involved in activities that provide experiences in:

01. Opaque (multi-color) painting in oil, acrylic, opaque watercolor, tempera, pastel, showcard, casein, gouche,and encaustic.

02. Transparent (multi-color) painting in water base paints, acrylics, colored inks and dyes.

03. Line drawings created with pencil, charcoal, crayon, chalk, pen and/or brush and ink, felt nib pens, etc..

04. Value (tonal) studies using pencil, charcoal, crayon, chalk, pen and or/brush, and various painting media.

05. Printmaking utilizing linoleum, woodcut, etching, lithograph, silk screen, monoprint, cardboard, etc.

06. Mixed media by combining two or more media available.

07. Three-dimensional activities and craft work that will include sculpture, ceramics, metal work, textiles, jewelry, various constructions,etc.

08. Where facilities and equipment make it possible, experiences will also be offered in photographic techniques.

09. Creating and construction with a wide variety of papers, boards, etc.

The subject matter will include the following:

FIGURE	POSTER MAKING
PORTRAIT	TEXTILE DESIGN
STILL LIFE	GENERAL DESIGN
ILLUSTRATION	COMMERCIAL DESIGN
LANDSCAPE	ARCHITECTURAL DESIGN
LETTERING	ART APPRECIATION